



District-Based TLC Principal Leadership Coach Role Description



TLC Administrator Support Program

Overall Purpose: To equip and support principals to form a cohesive building leadership team that is aligned to a singular mission as embraced by the district, and is able to develop and lead a collaborative process to strengthen instructional practice that leverages teacher leaders for school-wide improvement of student learning.

TLC Administrator Support Program Description:

The TLC Administrator Support Program will be a comprehensive, year-long professional development program focusing on building the capacity of the principal to develop and facilitate distributed leadership in their school, namely by supporting and leveraging teacher leaders as part of the leadership team.

The program includes:

- a three day summer intensive for the principal and members of district leadership
- on-going workshops during the school year for principals and building TLC teams
- one-on-one school-based coaching

JOB SUMMARY

The implementation of the TLC system in Iowa has changed the role of the principal. The TLC administrator support program is designed to help principals develop the knowledge and skills needed to be successful in this new environment. TLC Principal Leadership Coaches are knowledgeable about current IDE accountability tools, leadership competencies and other reform initiatives and trained in our unique Facilitative, Competency-Based (FCB) Coaching methodology. As confidential thought partners to school leaders, coaches are expected to create a trusting, collaborative environment, enabling principals to engage in critical and targeted reflection on their practice as instructional leaders. TLC coaches are expected to know and understand IDE structures, its latest initiatives, instructional expectations, and regulations, as well as budgetary and organizational matters.

JOB DUTIES & RESPONSIBILITIES

Essential job functions & responsibilities

- Provide leadership coaching to a case-load of TLC principals and school teams
- 6-8 hours per building a month throughout the school year (supporting up to 12 principals max)
- Facilitate leadership development sessions and other customized support

KNOWLEDGE, SKILLS AND DISPOSITIONS/MINDSETS/BELIEFS

- Minimum of five years supervisory experience
- Evidence of past success as an instructional leader
- Demonstrated ability to develop leadership
- Extensive instructional knowledge and experience
- Experience support leadership, and manage the change process

AEA Identification Process

AEA's agree to seek candidates that best fill the job description and "ideal candidate" qualities attached

Final Date for Candidate Selection: April 10, 2015

Submit candidate name to Lora Rasey: Lora.Rasey@iowa.gov

UPCOMING REQUIRED PROGRAM DATES

April 28-29, in Des Moines

June 9-11, in Des Moines

July/Aug TBD (3 consecutive days total), in designated AEA site



The Ideal Candidate: TLC Leadership Coach and/or Facilitator

Context/Content Expertise:

- Understands political landscape of IDE
- Is familiar with the TLC process and understands the complexity of implementation
- Demonstrates expertise regarding IDE instructional initiatives, accountability measures, and expectations for school leaders
- Can interpret and analyze student achievement data, recognize patterns and trends, and identify high leverage leadership moves

Dispositions/Habits of Mind:

- Is self-aware, reflective, and thoughtful
- Is willing to go outside of his/her comfort zone and be a risk taker
- Does not need to be “right”; values feedback
- Manages the ambiguity and discomfort associated with being a public learner, has perseverance
- Can accurately assess a situation/problem, understand its essence, and see the big picture/implications

Interpersonal Behaviors:

- Seeks out and understands multiple perspectives
- Takes in feedback, demonstrates willingness to give candid feedback, is honest
- Notices details, can take cues from others, goes beneath the surface, probes
- Demonstrates willingness to have “difficult” conversations as needed to push learning
- Is strategic, aligns actions/interventions to purpose
- Communicates empathy without being an enabler

Conceptual Frameworks:

- Possesses a belief system that aligns with IDE’s mission of closing the achievement gap and appreciates the urgency of the work
- Understands that coaching is in service of students and principals are the intermediary
- Articulates/communicates a point of view regarding instructional leadership
- Values core underpinnings of the program model including the importance of anchoring the work in competencies and building independence on the part of the principal